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ABSTRACT

The aim of this booklet is to provide guidelines for community involvement in elementary school educational programs. Included are a list of objectives for volunteer programs; a statement of school board policy on volunteers in Muskogee, Oklahoma schools; a teacher request form for volunteer services; an information sheet for volunteers; a list of duties for volunteer classroom and library assistants; suggestions for volunteers; a list of volunteers' rights; and a code of ethics for volunteers. Also provided are a rationale for the Tutorial Enrichment Program in Elementary Education (TEPEE), designed for average children in Grades 2 to 4, and enabling three students at a time to meet with the tutor for two half-hour sessions per week. A volunteer handbook emphasizes goals and activities for developing positive self-worth; inventing original stories; brainstorming; creative thinking; and encouraging listening, critical thinking, and handwriting abilities (RH)

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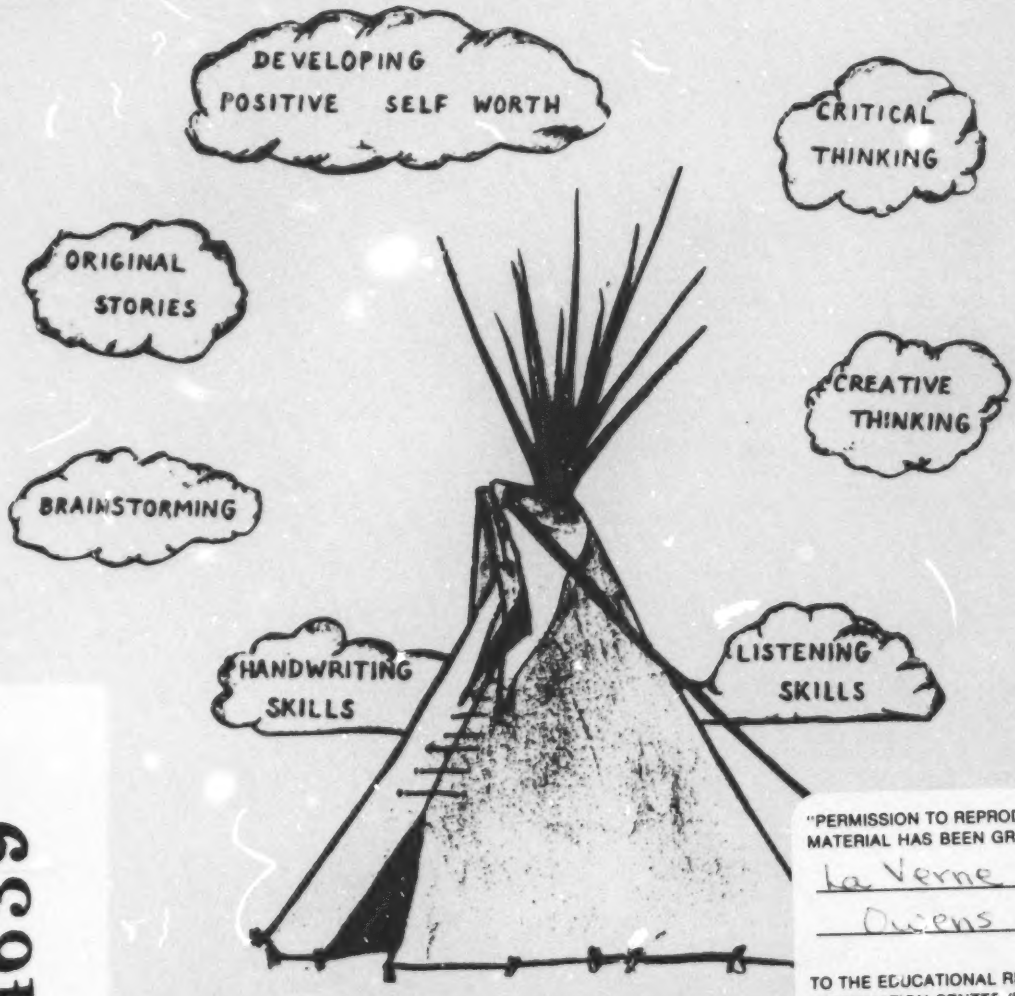
FRANKLIN ELEMENTARY SCHOOL



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TUTORIAL ENRICHMENT PROGRAM IN ELEMENTARY EDUCATION

MUSKOGEE PUBLIC SCHOOLS

District I-20

TUTORIAL ENRIGHMENT PROGRAM IN ELEMENTARY EDUCATION

MUSKOGEE BOARD OF EDUCATION

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Norman J. Gaines, Superintendent
Education Center
570 North Sixth Street
Muskogee, Oklahoma 74401

A COMMUNITY VOLUNTEER SERVICE TO FRANKLIN SCHOOL
Under the "Adopt-A-School Program"

Initiated, Prepared and Presented by:

Alberta Farmer Harris
(Retired Teacher from Kansas City, Missouri School District)

AND

LaVerne Owens, Principal
Franklin Elementary School

Edited by:

Phyllis L. Alexander

* * *

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Franklin Elementary School
Adopt-A-School Program
901 Emporia Street
Muskogee, Oklahoma 74401.

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TUTORIAL ENRIGHMENT PROGRAM IN ELEMENTARY EDUCATION

1974

FOREWORD

This report was prepared and presented to LaVerne Owens, Principal of Franklin Elementary School, as a means of recording my community volunteer service to Franklin School under the "Adopt-A-School Program." I hope that this effort to help children attain excellence in education will cause other citizens to reach out and embrace Muskogee's Public Schools in a similar manner.

Muskogee has every right to be proud of its school system as well as having secured the distinguished services of Superintendent Norman Gaines and other top educators who support him on the Administrative Staff.

As a newcomer to this area, I have much praise for the qualities of excellence that are evident in the Muskogee Public Schools for too often good professional work is easily taken for granted and seldom recognized.

I hope that my observation will encourage parents and members of the community to respect excellence in education. I agree with findings of recent reports on education which indicate that today's society holds little regard for teachers or the educational system of the United States. Many children are permitted to show little or no respect for teachers and their struggle to provide quality education. Parents must realize that respect for teachers, schools, and the purposes for which they exist begins at home.

Alberta F. Harris

ALBERTA F. HARRIS

MUSKOGEE PUBLIC SCHOOLS

District I-20
Education Center
570 North Sixth Street
Muskogee, Oklahoma 74401

Dear Mrs. Harris:

Congratulations on your volunteer work with the students at Franklin Elementary School. Mrs. Owens, the Principal, is highly complimentary of your service.

I also commend you for the Tutorial Program you are writing for publication. It will be a valuable guide not only for beginning teachers, but also a resource book to all teachers, especially in the elementary grades.

You are a fine example of a dedicated teacher, who, at the years of quality service to children, has "retired from teaching -- but not from serving."

Best wishes to you on behalf of the Board of Education.

Sincerely,

Lola D. Hudson

Lola D. Hudson, President
Muskogee Board of Education

MUSKOGEE PUBLIC SCHOOLS DISTRICT I-20

EDUCATION CENTER
570 NORTH 6TH
MUSKOGEE, OKLAHOMA 74401
918/683-2831

Norman J. Gaines, Superintendent

April 2, 1984

Mrs. LaVerne Owens, Principal
Franklin Elementary School
Muskogee, Oklahoma

Dear LaVerne:

One of the keys to a successful school is open communication and cooperation between the school and the community in which that school exists. The Volunteer and Tutorial Program at Franklin Elementary School is an excellent example of communication and cooperation. Mrs. LaVerne Owens, the principal, her staff and volunteers are to be highly commended for their efforts. Through their continued efforts the children of Franklin Elementary School are the real benefactors.

Congratulations on such fine work.

Sincerely,

Norman J. Gaines, Superintendent

FRANKLIN ELEMENTARY SCHOOL

301 Emporia Street
Muskogee, Oklahoma 74401
(918) 683-5601

WE WOULD LIKE TO WELCOME AND

EXPRESS OUR THANKS TO THE

LOYAL PARENTS AND FAITHFUL

COMMUNITY VOLUNTEERS FOR THEIR

OUTSTANDING SERVICE AND INVITE THEM TO

MEASURE THEIR SUCCESS AND ACCOMPLISHMENTS BY THE

EDUCATIONAL ACHIEVEMENTS OF THE STUDENTS RENDERED BY THE STAFF, PARENTS AND COMMUNITY VOLUNTEERS.

ACKNOWLEDGEMENTS

My deepest thanks to Dr. and Mrs. Jesse S. Chandler for their willingness to underwrite the cost of the program. I appreciate their dedication and commitment to education that prompted this action. Investing in education is the most worthwhile venture a citizen can make, because education provides viability for America's future, for peace, progress and prosperity.

* * * * *

I wish to express my sincere appreciation to Miss Elene Manister, Director, Elementary Education for her personal and educational support in the quest for excellence in the Muskogee Public Schools. Her professional attitude and stamina toward students and staff in the pursuit of excellence is exemplary.

LaVerne Owens, Principal

* * * * *

As the world turns toward Franklin Elementary School, the staff is a guiding light in the academic and social programs for the students. The staff's professional and caring attitude provides for happy days in the educational environment. The days of their lives are spent meeting the day-to-day challenges in the classrooms.

Mrs. Zerita Bailey, Media Specialist and Mr. Sam Horsechief, Chapter IV Aide have rendered an invaluable service to the project in providing resource and graphic art materials. Also, thanks to Mrs. Euzell Farmer Grider for designing our logo and providing illustrations for our handbook.

We appreciate the staff's participation, support and acceptance of the volunteer program. Our PTA family has been our greatest supporter in this venture for excellence.

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"SPECIAL THANKS"

Ms. Claudette Goss
Language Arts Specialist
State Department of Education
Oklahoma City, Oklahoma

Mrs. Jamie Robertson, Director
Muskogee Head Start
Muskogee, Oklahoma

Mrs. Sarah White, Teacher
Business & Office Education
Indian Capital Area Vo-Tech
Muskogee, Oklahoma

The National Sorority of
Phi Delta Kappa, Inc.
Delta Omicron Chapter
Avalon Reece, Basileus
LaVerne Owens, First Anti-Basileus
Muskogee, Oklahoma

Alpha Kappa Alpha Sorority, Inc.
Alpha Epsilon Omega Chapter
Mrs. Thelma Chandler, Basileus
Muskogee, Oklahoma

Mrs. Antoinette Fuhr Harrison, Professor
Northeastern State University
Tahlequah, Oklahoma

Mrs. Sharon Gonzales, President
Muskogee PTA Council

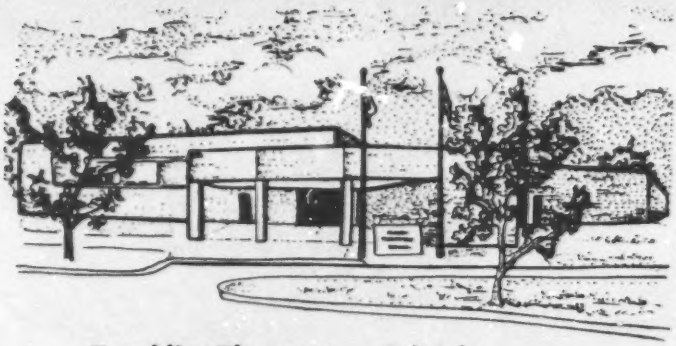
Mrs. Sondra Scott, President
Franklin Elementary School PTA

Mrs. Euzell Farmer Grider
Occupational Investigation Teacher
Dallas Independent School District
D. A. Hulcy Middle School
Dallas, Texas

Mrs. Addye Reynolds Waldon
Guidance Counselor
Dallas Independent School District
A. Maceo Smith High School
Dallas, Texas

Ms. Phyllis L. Alexander
Legal Assistant
Locke, Purnell, Boren, Laney & Neely
(A Professional Corporation)
Dallas, Texas

In Memory
of a
"LOYAL VOLUNTEER"
Paula Morris



Franklin Elementary School
Ninth & Emporia
Muskogee, Oklahoma

Franklin Elementary School is an exciting place where the staff cares about students. Each individual staff member is willing to go that extra mile to seek avenues for enhancing student learning potential.

Franklin School is located in the urban area of Muskogee and attracts a multi-cultural population of 525 students. Franklin School offers classes which educate children on a range from Special Education to Gifted and Talented Programs. Recognizing the needs of every child we diagnose and prescribe individual programs with goals to achieve academic excellence, self-worth and performance.

Yes, the children are our future and we must teach them well and let them lead the way. Through the cooperative efforts of our parents and community volunteers we can succeed in the educational process. Our local PTA Unit has been a helping hand as well as a personal and financial resource.

LaVerne Owens
Principal

A PROFILE OF THE PRINCIPAL • • •

It was my good fortune and distinct pleasure to meet Mrs. LaVerne Owens through the work of the National Sorority of Phi Delta Kappa, a teacher sorority of which we are both affiliated.

Mrs. Owens is indeed the rare and dynamic individual that is born only once to each generation. She is a leader that is endowed with unique personality traits that bring out the best in those she leads.

She is an educator who possesses personal characteristics and professional qualifications which insure success in her career.

Mrs. Owens is committed to the advancement of educational excellence and works endless hours in civic and community organizations that contribute to the improvement of the quality of life for all people.

She is a native of Muskogee, Oklahoma and a product of the Muskogee Public Schools, but her excellent record of service in the San Jose, California School District paved the way toward her return to Oklahoma during the 1981-82 school term where she assumed the duties of principal at Franklin School. In San Jose she taught at the elementary and junior high school levels as a resource teacher and vice principal of Lee Mathson Middle School and principal of Mildred Goss Elementary School for six years.

Mrs. Owens is a graduate of Manual Training High School, Muskogee, Oklahoma, holds a B.S. Degree from Langston University, Langston, Oklahoma and a M.A. Degree from California State University, San Jose, California. She has additional credits from Lavern College and Santa Clara University in California. She is presently attending Northeastern Oklahoma State University, Tahlequah, Oklahoma.

Her church work serves as a challenge of personal commitment in an action-oriented environment of service and she has diverse involvement as a teacher, a speaker and an organizer.

From this account of the life and works of an outstanding leader, educator and community volunteer, Mrs. LaVerne Owens is truly a role model worthy of emulation.

VOLUNTEER SERVICE

Church of Christ
National Association for the Advancement of Colored People (NAACP), Life Member
Frances Harper Federated Club, President
Lakewood Girl Scout Council, President
Zeta Phi Beta Sorority, Inc.
Muskogee Business & Professional Women's Club
Phi Delta Kappa Sorority, Inc.
American Association of University Women (AAUW)
Soroptimist International
Community Heritage Foundation
School Advisory Committees
Parent-Teacher Association (PTA)
Continuous Speaking Engagements
University Center at Tulsa (UCAT), Board Member
Muskogee Chamber of Commerce
Muskogee Hall of Fame, Inductee

The results of Mrs. Owens' commendable volunteer work are evident on the walls of her family room which displays numerous trophies and awards.

HONORS, AWARDS AND ACHIEVEMENTS

Woman of Achievement - Mercury News, Certificate of Recognition, 1973
Author, Article for Social Studies Digest, State Department of Education, 1974
Distinguished Club Woman - CSACWC, 1977
Outstanding Club Woman - Continental Societies USA, 1977
Service Award - Big Brothers and Big Sisters, 1978
Outstanding Service Award - Bay Area Chapter Continental Societies, 1979
Prominent Black Citizen - Afrodettes Civic Club, San Jose, California, 1979
Certificate of Appreciation - Volunteer Action Center, 1980
Woman of Achievement - San Jose Business & Professional Women, 1980
Commendations from Mayor of San Jose, California, 1981
Board of Supervisors
Congressman Norman Mineta
Community Holder Award - Inez C. Jackson Library, San Jose, California, 1981
Ambassador of Goodwill - Federated Clubs, Gov. George High, Oklahoma, 1982
Woman of the Year - Oklahoma Federation of Colored Women Clubs, Inc., 1982
Outstanding Christian Leadership Award - Church of Christ, 1983
Soror of the Year - Phi Delta Kappa, Delta Omicron Chapter, 1983

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MANY THANKS

ADOPT - A - SCHOOL PATRON

MR. RICHARD J. MORRIS

For Your
Financial Support

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PREFACE

Children are our promise for the future and schools play an important part in the life development of each child. There is a growing demand for creating guidelines for parents and schools in cooperative efforts in developing each pupil's life to its fullest.

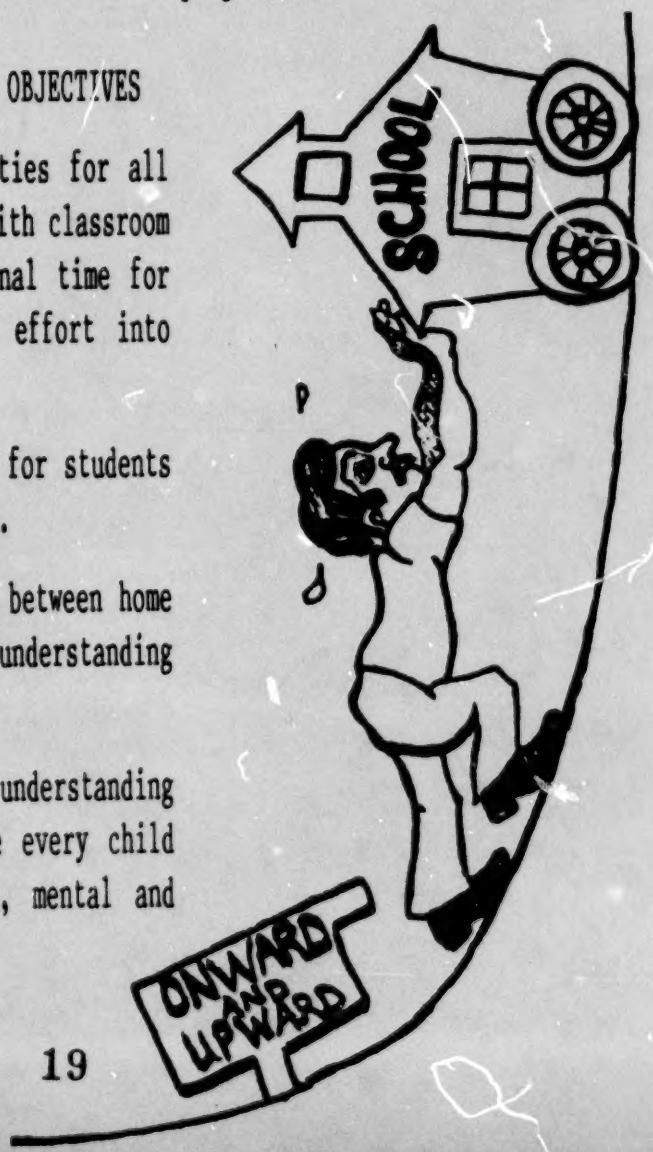
This booklet endeavors to provide such guidelines for community involvement in educational programs for the benefit of all children.

INTRODUCTION

The duties of the volunteer will vary greatly from one school to another depending on the desires and needs of the principal and teachers. Therefore, this handbook is not designed to be rules and regulations but rather guidelines for developing criteria from ideas which have been tried and found workable in hopes that more efficient and effective volunteer programs will be established.

OUR OBJECTIVES

- To improve educational opportunities for all pupils by providing the teacher with classroom assistance which creates additional time for each teacher to contribute more effort into the learning environment.
- To provide more individual help for students by lowering the adult-pupil ratio.
- To achieve a closer relationship between home and school which develops better understanding and added cooperation.
- To unite this cooperation and understanding in a cohesive effort to provide every child with the best possible physical, mental and social education.



GOALS OF THE VOLUNTEER PROGRAM

V- ALUABLE

O- PPORTUNITY — To enlist and strengthen the cooperation of parents and community in the education of children.

L- EADERSHIP — To offer individual help to students in an effort to stimulate interest and provide motivation to improve skills.

U- SEFUL — To broaden community understanding of school needs and assistance.

N- EED

T- IME — To develop an environment that encourages positive communication between home and school.

E- NRICH — To enrich the school through the use of community resources.

E- NTHUSIASTIC — To involve the community in the Adopt-A-School Program.

R- ESOURCE

FOR THOSE LOOKING TO FILL THEIR PTA BOARDS:

EVERYBODY/SOMEBODY/ANYBODY/NOBODY

This is a story about four people: Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was asked to do it. Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when actually Nobody asked Anybody. (NOTE: There is a job for Everybody!)

From SCA Informed Saratoga Teachers Association

IICC

SCHOOL VOLUNTEERS

The Board of Education realizes that citizens who voluntarily contribute their time, talents and other resources to instructional and other programs of the District are valuable assets. Consequently, the Board of Education encourages constructive participation of groups and individuals in the various schools in performing appropriate tasks during and after school hours under the direction and supervision of professional personnel.

Recruitment, utilization, coordination and training of volunteers is a responsibility of the school administration and will be carried out as directed or delegated by the Superintendent

Individuals and groups desiring to volunteer their services should contact the Education Center, 570 North 6th Street, Muskogee, Oklahoma (918) 683-2831.

The school principal or appropriate department or division head will define and assign responsibilities and tasks to be performed by volunteers in the respective schools.

When volunteers work directly with children, their activities will be under the direct supervision of a teacher or administrator.

Volunteers are encouraged to participate in appropriate training sessions for volunteers offered by the school system. Regular volunteer services will be delayed until initial training has been completed.

The School District will:

A. Publicize needs and recruit and identify volunteers;

B. Conduct appropriate orientation and inservice training programs;

C. Assist volunteers in feeling and becoming a part of the District's schools by providing information, advice, and other assistance;

D. Report periodically to the Superintendent and Board of Education regarding progress of community participation and recommend appropriate steps to ensure optimum benefit from community participants in school programs.

Suggested activities for volunteers include:

- checking papers
- making bulletin board materials
- establishing files
- recording stories on cassettes
- helping with experience stories
- cutting paper
- working in media center
- running dittos
- typing
- locating resource programs
- serving as group aides
- maintaining equipment
- making activity cards
- making "quiet" games

proved by the Board of Education: February 6, 1984

MUSKOGEE PUBLIC SCHOOLS

Muskogee, Oklahoma

TEACHER REQUEST FOR VOLUNTEER SERVICES (SY 1983-84)

Teacher's Name _____

In what capacity would you like volunteer services? (elaborate)

Classroom Assistance: _____

_____

Non-Classroom Assistance: _____

_____

Other Services: _____

_____

No Volunteer Desired: _____

_____

Days per week Volunteer Services requested:

Monday_____ Tuesday_____ Wednesday_____ Thursday_____ Friday_____

We welcome your comments and suggestions concerning Volunteer Services: _____

_____

_____

_____

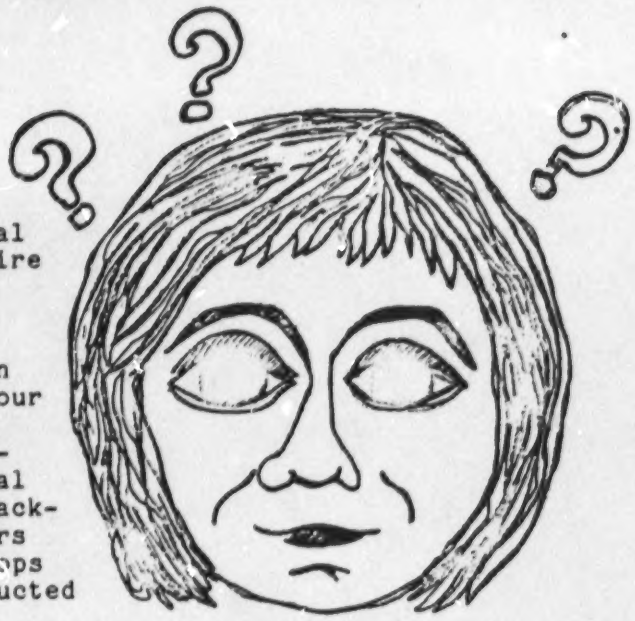
_____

_____

WHAT QUALIFICATIONS DO I NEED?

A volunteer needs no special qualifications--just a desire to help!

A volunteer should have a genuine concern for (and an interest in) children and our schools. To be dependable and cooperative is more important than to have special skills or an educational background. However, volunteers are urged to attend workshops and training programs conducted by the District.



HOW ARE VOLUNTEERS ASSIGNED?

Volunteers are placed only at the specific request of a teacher or staff person. Primary consideration is given to school needs, but every attempt is made to consider a volunteer's preference.

WHAT IF I HAVE TO BE ABSENT?

If absence is necessary, call the school office. The school secretary can notify your teacher. However, teachers and students look forward to your arrival, so try not to disappoint them.

WHAT IF I AM UNHAPPY?

A volunteer aide should enjoy the work and find it rewarding. If you are unhappy with the work, discuss the problem with the school coordinator, or your principal, without delay. A happy volunteer is a productive volunteer.

IS THERE SPECIAL TRAINING?

A general orientation program on a district level and at your school level will be presented to acquaint you with the special needs. Most teachers will instruct you in your duties. Workshops will be offered at a district level; you will be notified of these and others presented in the area. We hope you will find them helpful in gaining a more secure feeling in what you are doing.

WHERE CAN I GET IDEAS TO HELP WITH MY ASSIGNMENT?

Instructional materials will be available through your teacher, principal or the Instructional Media Center. Workshops will also be an advantage in this respect.

VOLUNTEER DUTIES

A SAMPLE OF ACTIVITIES THAT MAY BE PERFORMED BY A VOLUNTEER

The list of volunteer duties which follows is meant to be comprehensive, but not all-inclusive. No single classroom volunteer should be expected to do all of these tasks; actual tasks performed must be decided on by the supervising teacher.

<u>The Classroom Assistant</u>

1. Operate listening posts.
2. Corrects completed student materials and assists children.
3. Monitors student activities, drills, practice, and research.
4. Assists in arts and crafts.
5. Assists individual students in the classroom.
6. Listens to oral reading.
7. Reads stories to the class.
8. Assists children in language experience.
9. Aids the teacher with phonetic and math drills.
10. Takes charge of setting up and operating audio-visual aids.
11. Assists with drama and physical education.
12. Reads spelling or vocabulary lists.
13. Puts written and number work on the chalkboard.
14. Assists the teacher in any way necessary to improve the educational environment of the classroom.

<u>The Library Assistant</u>

1. Types catalog cards for books and checks in periodicals.
2. Checks books in and out.
3. Shelves books.
4. Reads stories to children.
5. Arranges book displays.
6. Repairs damaged books.
7. Processes new books.
8. Helps children find materials of interest or need.
9. Supervises children while in the library.

SUGGESTIONS FOR VOLUNTEERS . . .

*Call the student by name at each opportunity.

*Listen attentively to the student. Encourage him to watch you as you talk. Working across from each other helps the reinforcement of speech better than working side-by-side.

*Start where the student is successful in the subject matter and proceed slowly into what he needs to learn. Always end the session with a successful experience.

*Praise the student for even the smallest success.

*Observe the total student, and carefully watch his responses as you work.

*If you are tutoring, keep a daily record of the work and the progress made, and any other observations you feel are important.

*Approach a subject (reading, math, etc.) in a very specific way. In planning with the student, keep your expectations few, short and clear. Present positive alternatives instead of negative ones.

*Volunteers should remember that each session is also a language experience with speaking, listening, reading and writing. The volunteer is to set an example by speaking in a quiet controlled voice.

*Volunteers, by example, can teach appropriate behavior; they show by demonstration the quiet way to enter a room, how to pull a chair out, and how to sit down gracefully. By being polite to the student, they help him to learn good manners and to develop acceptable characteristics.

*Leave the technical job of teaching to the teacher. Volunteers support and supplement the instructional program of the classroom teacher; the volunteer role is assistance, not replacement.

*A volunteer should be capable of adjusting to the teachers's way of doing things and be able to follow directions.

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*A BILL OF RIGHTS FOR VOLUNTEERS...AND A CODE OF RESPONSIBILITY

Every volunteer has:

I. The right to be treated as a coworker
. . . not just free help
. . . not as a prima donna

II. The right to a suitable assignment
. . . with consideration for personal preference, temperment, life experience, education, and employment background

III. The right to know as much about the school as possible
. . . its policies
. . . its people
. . . its programs

IV. The right to training for the job
. . . thoughtfully planned and effectively presented training

V. The right to continuing education on the job
. . . as a follow-up to initial training
. . . information about new developments
. . . training for greater responsibility

VI. The right to sound guidance and direction
. . . by someone who is experienced, well-informed, patient, and thoughtful
. . . and who has the time to invest in giving guidance

VII. The right to a place to work
. . . an orderly, designated place
. . . conducive to work
. . . and worthy of the job to be done

VIII. The right to promotion and a variety of experiences
. . . through advancement to assignments of more responsibility
. . . through transfer from one activity to another
. . . through special assignments

IX. The right to be heard
. . . to have a part in planning
. . . to feel free to make suggestions
. . . to have respect shown for an honest opinion

X. The right to recognition
. . . in the form of promotion
. . . and awards
. . . through day-by-day expressions of appreciation
. . . and by being treated as a bona fide coworker

*Reprinted courtesy of American National Red Cross

CODE OF ETHICS FOR VOLUNTEERS

As a Volunteer I realize that I am subject to a code of ethics similar to that which binds the professional. I, like them, assume certain responsibilities and expect to be accountable for those responsibilities. I will keep confidential all matters pertaining to students and parents.

As a Volunteer, I agree to serve without monetary compensation, but work with the same high standard as the paid staff.

I promise to have an open-minded, professional attitude and a willingness to be trained in bringing interest and attention to my work.

I have an obligation to my work, to those who direct it, to my co-workers, to the children, and to the community.

As a Volunteer, I shall do my best to improve communications between the school and the community.

Being eager to contribute all that I can to the improvement of education for children, I accept this code for the Volunteer as my code, to be followed cheerfully and carefully.

RATIONALE OF TUTORIAL PROGRAM

As children are our promise for the future, so are our schools which play an all important part in shaping the lives of each child. In these times of fiscal austerity in Oklahoma, many of the academic programs already implemented are apt to suffer financially, but, community involvement and volunteerism serves as an important link between the community and education. A child's educational experience is monitored and observed through the economic development of a community. Quality education encourages the growth of communities as well as creates positive support of schools through increased taxes and public assessments.

Through combined efforts, students will be able to maintain their present level of learning and teachers their present level of teaching. Therefore, with a growing demand for school volunteers and increased cooperative efforts of our schools, parents and community, a variety of programs have been implemented at Franklin Elementary School to provide Excellence in Education. One such program is Volunteers in School Activities (VISA). VISA operates through the local PTA Unit and a Coordinator of Volunteers is selected to organize the program.

This program enables retired educators and community personnel to step forward and become involved in the educational process. These volunteers offer survival to those governing, administering and teaching in schools and help develop the relationship between school and community.

VISA is keenly aware that the average child can also be motivated to reach for greater heights in the learning process if only a caring, concerned adult is willing to invest the time to provide positive reinforcement to create that motivating factor.

Another program, the Tutorial Enrichment Program in Elementary Education (TEPEE) is designed to improve the instructional area of skills such as handwriting, listening, creative thinking, critical thinking, developing positive self-worth, original stories and brainstorming, which support and enhance the cognitive and affective domains of learning.

The TEPEE program renders service to the child who falls in the middle of the normal growth curve. Schools today provide special services for the academically gifted and the academically disadvantaged, but, there is an absence of services for the average child.

Some children simply are unable to adequately function in a large classroom setting and require small group surroundings with individualized instruction. This tutorial program, on Tuesdays and Thursdays from 12:30 p.m. to 3:30 p.m., helps students in Grades 2-4 meet this need by limiting class size to three pupils per 30-minute session where each child receives at least 10 minutes of their own special time for instruction.

Upon completing the prescribed instruction in the TEPEE Program, students will have the knowledge and understanding of skills to successfully create, write and evaluate the discipline models which will place them on their grade level or above achievement level.

Students will appreciate and develop an awareness of community volunteers in school programs as well as understand the roles and duties of volunteers in improving instruction. They will take an active role in developing individualized educational programs and work cooperatively with volunteers in achieving his/her realistic goals. By maximizing their rate of learning, students will demonstrate a mastery for the cognitive domain of learning.

The student individualized method is used by the volunteers and interrelated activities such as teaching kits and film strips are used to enhance and complement the instruction in the regular classroom. Students proceed at their own pace and maintain a personal folder for records, progress reports and student assignments. Social inventories are made of each student participating in the program and special activities are offered for students and volunteers to attend.

Dismissal from the Tutorial Program is based on pre- and post-test assessments. The volunteer, classroom teacher and principal consult on the progress of each student and a parent-teacher conference is held to share the progress of the child. When the student has successfully met the requirements in the Tutorial Program, he is placed back into the regular classroom. A follow-up conference is held with the classroom teacher about two weeks after the student has returned to regular classes to ascertain whether he is maintaining and using the learning disciplines he developed in the Tutorial Program.

A QUICK GLANCE AT THE PROGRAM

I. Screening:

Adequate screening of the children requires a team approach from a dedicated volunteer teacher; a supportive principal; well-informed, supportive classroom teachers and parental involvement. The success of Franklin's TEPEE Program will be determined by this winning combination.

II. Pupil Recommendation Form:

FRANKLIN ELEMENTARY SCHOOL

TUTORIAL ENRICHMENT PROGRAM IN ELEMENTARY EDUCATION

T E P E E

Student _____ Grade _____

Recommending Teacher _____ Age _____

Diagnostic Comment _____

_____

_____

_____

_____

III. Parental Consent Form:

FRANKLIN ELEMENTARY SCHOOL

Dear _____:

Your child, _____, has been selected to participate in the Tutorial Enrichment Program in Elementary Education (TEPEE). The program is designed to improve the writing-listening skills of students in Grades 2-4. Mrs. Alberta Harris, a volunteer and retired school teacher, will instruct the students on Tuesday and Thursday from 12:30 p.m. to 3:00 p.m. If you would like for your child to participate in the program, please schedule an appointment to meet with the classroom teacher, principal and Mrs. Harris. We hope your child will take advantage of this enrichment program.

Sincerely,

_____	_____	_____
Teacher	Mrs. Alberta Harris	Principal

PARENT
INFORMATION
PROGRAM

VOLUNTEER HANDBOOK

LaVerne Owens, Principal
FRANKLIN ELEMENTARY SCHOOL
Muskogee, Oklahoma

ALBERTA HARRIS

The outstanding leadership of Alberta Harris as a volunteer at Franklin Elementary School has raised the cognitive and affective level of awareness in learning for the students in the Tutorial Enrichment Program. Her ability to humanize education by assisting children to achieve their maximum potential is unique. Her values are deeply rooted in concern for children from all mainstreams of society. Mrs. Harris motivates children to venture and find solutions through "how," "why," "where," and "what," as she practices what she preaches.

Alberta Harris is a role model for youth in the truest sense. I am indebted to her for her love and care in volunteer service during the past two years by giving me the opportunity to utilize her expertise in Franklin School's PROJECT R.E.T.I.R.E. PROGRAM (RECOGNIZING EXCELLENCE IN TEACHING INVOLVING RETIRED EDUCATORS).

WE ARE PARTNERS IN EDUCATION.

LaVerne Owens

LaVerne Owens, Principal
Franklin Elementary School

FRANKLIN SCHOOL

Muskogee, Oklahoma, 74401

Office of the Principal

PARENT VOLUNTEER FORM

Dear Parents:

Franklin Elementary School is an example of what can be accomplished by means of a school-community involvement program.

Please do not abandon your creative talents. We need your help and ideas. Won't you please volunteer to help in some way by completing the form and returning it to your child's teacher or the school office.

Sincerely,

LaVerne Owens

LaVerne Owens
Principal

PTA - Coordinator of Volunteers

BEST COPY AVAILABLE

FRANKLIN ELEMENTARY SCHOOL

YES, I AM A CONCERNED PARENT/COMMUNITY VOLUNTEER

Name_____

Address_____

Phone_____

I WILL BE AVAILABLE IN THE FOLLOWING:

I. School Assistance

- Provide individual help for students in Reading_____

Math_____, Language_____, Social Studies_____

Other_____

Grade level preference K____, 1____ 2____ 3____4____5_____

6____ Spec. Ed. _____Challenge_____P.E.____Media____Music_____

II. Provide small group instruction in another language_____

Assisting in Media Center_____

III. Please list any special talents you may have and would share with our teachers and students_____

_____

_____

IV. Would you like to be involved in the Tutorial Program_____

V. Parent Teacher Association (PTA) Involvement_____

VI. Suggestions/Comments_____

_____

_____

_____

BEST COPY AVAILABLE

MAJOR PROGRAM DECISION MAKERS

The PTA Council, Student Council officers, volunteer coordinator and principal are the program decision makers. The group represent all facets of the school population. The total group will meet on a weekly basis to collaborate and map out on going strategies for the success and continuance of the program.

SUMMARY DESCRIPTION OF EFFECTIVE PROGRAM

Based on the data gathered and the program in operation, information will suggest that parents are very interested in parent involvement activities. They are interested in school decisions, as well as supporting school activities and tutoring their children at home. They are and want to be partners in education. Parents as have been perceived in the past, are not barriers to school participation and involvement.

The Adopt-A-School program has enabled the public to step forward and become involved in the educational process. Today, retired educators and community personnel have committed themselves to being partners rather than adversaries in education. School systems now receive the positive support from the community. Without volunteers the survival of those governing, administering and teaching is threatened. It is impossible to talk about school without talking about the community. THERE IS A NEED TO REBUILD A SENSE OF COMMUNITY--A FEELING THAT YOUR PROBLEM IS MY PROBLEM!

GET INVOLVED

PRINCIPAL'S VIEW

The principal's role is to facilitate the program needs and monitor the on-going program to guarantee adherence and compliance to district policy and procedures. The principal serves as co-supporter with the PTA president, coordinator of volunteers and the Student Council President. The principal serves as a support base to maintain balance and harmony in the program on the on-going routine of duties.

The principal is the link between the school/community/media in relating the program to the public, superintendent and board of trustees.

PERSONNEL NEEDED AND QUALIFICATIONS

A Coordinators of Volunteers will be needed to organize the parents and the volunteer related activities needed to implement and carry out the program. The coordinator will solicit parents to assist in operation of the program. A daily log will be maintained to identify participants and the job performance. The coordinator of volunteers is a parent or para professional interested in the learning needs of students and service to the school. The volunteers will receive training from district personnel in accordance with Board policy guidelines.

The student council officers and representatives will coordinate the peer tutoring program and assist the parent volunteers in their day-to-day programs and activities relating to students.

The principal and support staff (secretary, custodian, cafeteria manager) will serve as helpers in assuring the affective needs of the program are met.

FRANKLIN'S PROGRAM

T E P E E CONTRACT

I, _____, realize that I grow daily in many ways. Soon I will have to find my rightful place in the adult world. Every day I gain tools and skills that will help me make a good adjustment in the adult world. One very important tool that will help me make my way in life is a good education. Because education is so very important, the TEPEE Program was set up at Franklin School to help students who agree to the following guidelines:

I. Replace all poor work habits with good work habits.

   A. Settle down to work quickly and get started.
   B. Never talk, visit or disturb others during work time.

II. Improve my listening habits.

   A. Listen carefully to the teacher when he or she is talking.
   B. Pay attention to the lesson being taught.
   C. Raise my hand and ask questions if I don't understand.

III. Do my very best to finish all daily assignments on time.

IV. Work daily to improve self-discipline.

   A. Follow school rules and habits of good conduct daily.
   B. Accept full responsibility for all of my actions.

V. Realize that this tutorial program requires much effort on my part and agree to the above-listed guidelines in order to receive rewards and Saturday fun time.

_____ _____

Student Signature Date Parent Signature Date

Franklin Elementary School

Tutorial Enrichment Program in Elementary Education

PROGRAM SCHEDULE

Tuesday and Thursday - Weekly 12:30 - 3:00 P.M.

Class sessions will be 30 minute periods with 10 minutes between sessions to pick up and deliver pupils (3 pupils per session)

Time	Grade	Pupil	Teacher	Remarks
12:30 - 1:00				
1:10 - 1:40				
1:50 - 2:20				
2:30 - 3:00				

SKILLS TO MASTER

LISTENING
SKILLS

LISTENING SKILLS

Objectives:

I. To help pupils to:
   A. Learn to be attentive during class
      1. Lead pupils to tune in before class and read to listen
      2. Study as they listen
      3. Control their thoughts -- not allowing their minds to wander
   B. Listen to follow directions
   C. Listen for clues

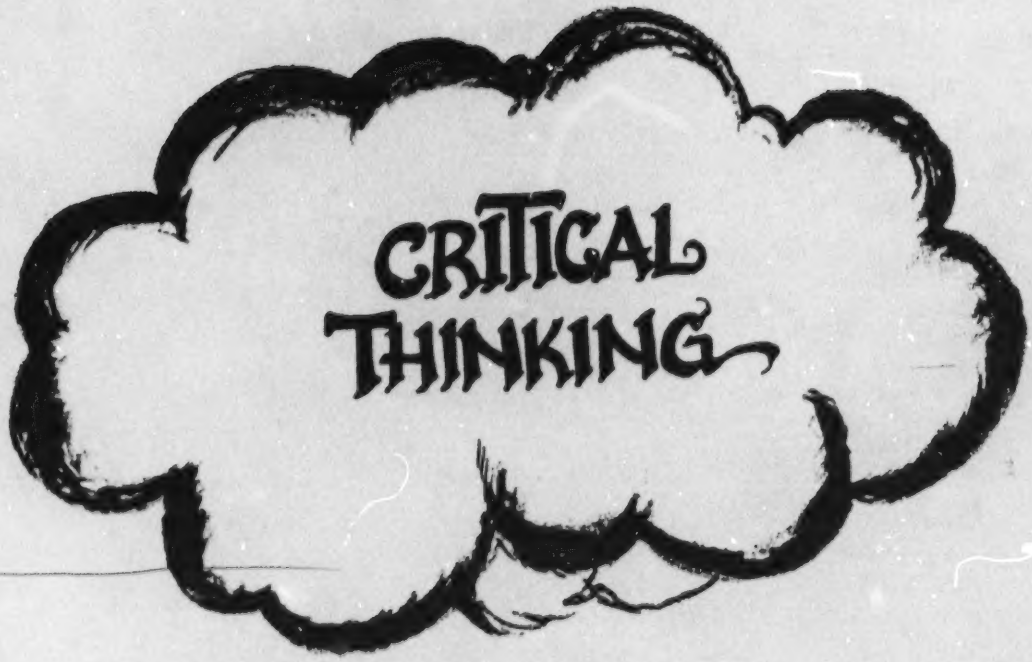
II. To find enjoyment in listening:
   A. For appreciation
   B. For description
   C. For rhymes in poetry

III. To visualize while listening

Rationale:

Listening occupies a large portion of each individual's waking hours, and is a large part of the foundational structure upon which other language accomplishments are built.

The brain can think more than five times as many words per minute as can be spoken; therefore, only a small percentage of one's thinking power is used in hearing the spoken word. Because of this, children need to be taught to take charge of their thoughts, not letting them drift away into daydreams or other trivia.


CRITICAL
THINKING

FRANKLIN'S PROGRAM

TUTORIAL ENRICHMENT PROGRAM IN ELEMENTARY EDUCATION

CRITICAL THINKING

Objectives:

I. To provide strategies and techniques that help pupils develop the ability to use language and reasoning skills.

II. To help pupils develop skills in problem-solving and techniques in decision-making.

Rationale:

Beneath today's crisis in education in the fields of science, mathematics and other related fields, another profound problem has surfaced. The neglect of the school to develop thinking skills is in full focus. Teaching thinking skills is paramount because they are the most basic of skills -- the capacity on which other skills rest.

Activities:

- Brainstorming strategies
- Teacher-made instruments used in a variety of activities

DEVELOPING
POSITIVE SELF WORTH

FRANKLIN'S PROGRAM
TUTORIAL ENRICHMENT PROGRAM IN ELEMENTARY EDUCATION

DEVELOPING A POSITIVE SELF IMAGE

Objective:

To provide opportunities for children to develop a feeling of positive self-worth, and a better understanding of themselves and their relationship to their environment.

Rationale:

The need to feel important -- a person of worth -- is a basic human need. It is the main ingredient for self-fulfillment. No one can develop to their maximum potential unless there is a good positive self-image. A poor self-image is a stumbling block to a full life.

Activity Packet:

A packet entitled "I Am Special" is used to develop this module. It is divided into 12 sections with two duplicated exercises in each section. Upon completion, the pages will be bound to form an interesting journal exhibiting personal accomplishments which also provide opportunities for children to learn to think more creatively, grow intellectually and communicate their thoughts and feelings.

ORIGINAL
STORIES

ORIGINAL STORIES

Objectives:

I. To provide children the opportunity to express inner feelings and thoughts

II. To provide practice in writing and thinking skills

III. To activate potentials lying dormant and too often wasted

Rationale:

Writing and thinking skills require practice in order to be mastered. The TEPEE program will apply strategies to serve as a key to stimulate the minds of children enabling them to express inner feelings and activate latent potentials.

Activities:

- Brainstorming
- Story starters
- Using pictures, word lists, and events and activities that pupils have experienced

BRAINSTORMING

FRANKLIN'S PROGRAM

TUTORIAL ENRICHMENT PROGRAM IN ELEMENTARY EDUCATION

BRAINSTORMING

Objectives:

I. To use brainstorming techniques to generate ideas, improve listening skills, and develop oral language

II. To provide a broad base for written language

III. To provide opportunity for self-expression

IV. To involve human emotions that will activate latent potentials through the expression of inner feelings

Rationale:

The technique of brainstorming encourages children to become engaged in spirited oral language. Oral language is the basis for written language. Oral Language must precede written language and reading. As proficiency grows in speaking and listening skills, pupils are apt to grow in reading and writing skills.

Activity:

- Using teacher made instruments and strategies in a variety of creative activities.

HANDWRITING
SKILLS

CURSIVE HANDWRITING

Objectives:

I. Transition to cursive writing

II. Connectives:

A. under-curve connectives
B. over-curve connectives
C. long under-curve connectives
D. long over-curve connectives
E. connectives from the base line
F. bridge connectives
G. horizontal connectives
H. capital letters that are joined to the letters that follow

Activities:

- Writing sentences
- Writing paragraphs
- Writing stories

FRANKLIN'S PROGRAM

TUTORIAL ENRICHMENT PROGRAM IN ELEMENTARY EDUCATION

MANUSCRIPT HANDWRITING

Objectives:

I. To defined handwriting as a basic communication skill

II. To learn standard letter formations, spacing, slant and alignment in both manuscript and cursive writing styles

III. To acquire a smooth, easy rhythm when writing

IV. To develop self-evaluating techniques and continuing motivation for improving one's handwriting

CREATIVE
THINKING

FRANKLIN'S PROGRAM

TUTORIAL ENRICHMENT PROGRAM IN ELEMENTARY EDUCATION

CREATIVE THINKING

Objective:

To lead children in discovering their word power, their original ideas, and other resources at their disposal which can be used to produce satisfying work.

Rationale:

Natural gifts are sometimes discovered in late adult years for some people. Early awareness of innate resources helps to build a positive self-image and enhances chances for a fuller life.

Activities:

- Brainstorming activity
- Exposing children to poems and stories written by children their own age
- Using strategies with teacher made instruments

HOME STUDY PACKET

FRANKLIN ELEMENTARY SCHOOL:

TEPEE

TUTORIAL ENRICHMENT PROGRAM IN ELEMENTARY EDUCATION

HOME STUDY PACKET

WEEK OF _____

TOPIC FOR THE WEEK _____

NAME _____ GRADE _____

PARENT'S SIGNATURE _____ DATE: _____

COMMENTS: _____

_____

SUMMARY

America's schools are being challenged to provide increased levels of leadership and instruction in order for students to achieve excellence in education.

Franklin Elementary School is continuing to meet this challenge through the cooperative efforts of parent and community volunteers. The external involvement has demonstrated that family/community partnerships in education produce excellence in student performance.

Parents are interested in parent-involvement activities. They are interested in school decisions, as well as supporting school activities and tutoring their children at home. They are and want to be partners in education. Parents, as have been preceived in the past, are not barriers to school participation and involvement, but, when parents exhibit a positive attitude toward school, students have a positive attitude toward learning and teachers feel they are involved in a process that yields a high quality product -- THE STUDENT!!!

This era of involvement has demonstrated that the total population has gained a positive attitude toward education and educators have gained a greater understanding of the community.

When strong leadership combined with parent/community involvement, staff accountability is interacting, a child will not be a RISK in the school programs.

February NEWSLETTER

FRANKLIN ELEMENTARY SCHOOL

Dear Parents:

The month of February brings the spirit of Hearts, Hope, Health and Humanity. Hearts is the sharing and caring of one another in a spirit of love-VALENTINE. Hope is the remembrance and thoughts of our former leaders of our country--WASHINGTON and LINCOLN. Health is the safe and sound measures in preserving our teeth.--DENTAL HEALTH MONTH. Humanity is the respect we have for one another regardless of race, creed or national origin.--BLACK HERITAGE MONTH. Theme:: "The Constitution"

We will focus on activities and programs pertaining to the above activities in our curricular programs. We invite you to share in the programs presented in our events column.

Sincerely,

LaVerne Owens

LaVerne Owens
Principal

COMMUNITY VOLUNTEER

Mrs. Antoinette Fuhr Harrison, Professor at Northeastern State University, Tahlequah, a resident in our community and a member of the business and educational elite Fuhr Family. Mrs. Harrison had a dream...that boys and girls should/could excel academically. This positive impulse has been a a burning desire since her childhood experience at Dunbar Elementary School. In order to put her impulse into action, she has adopted Franklin School as the educational institution to begin an awards program for Academic Excellence.

Once a month an outstanding boy and girl selected from each grade level will receive an engraved certificate presented by Mrs. Harrison for outstanding achievement. At the end of the school year a plaque will be presented to the top outstanding boy and girl at Franklin School for cumulative academic excellence for the school year. The names of the students will be engraved on the plaque and housed at Franklin as a part of our archives. The parents and students/staff appreciate the humanitarian efforts of Mrs. Harrison. Our salute to an outstanding volunteer and community leader.

WINTER BREEZE

Ole man winter has arrived. Please check to see that our boys and girls are appropriately dressed for the weather. Our building is open at 8:15 A.M. daily. Children should not arrive on the school grounds before 8:15 A.M.

NEWSLETTER

Franklin School

Dear Parents:

The March winds have blown the warm weather and sunshine our way. We hope the tornadoes and storms will not over take us before we can finally enjoy the burst of Spring. Nevertheless, we are thankful and appreciate the breath of fresh air.

Our PTA sponsored Bean Dinner and Carnival is in full swing for Friday, March 11, 1983 at 5:00p.m. The delicious dinner will be served in the cafeteria at a donation of $1.75 per person. The Carnival will consist of video games, bingo, ring toss and others. We have a large array of prizes for winners.

Please join us in an evening of fun.

Sincerely,

LaVerne Owens
Principal

PTA NEWS

Dear Parents:

Please take a little time out of your busy day and fill out the "Franklin Fun Night" form and return it promptly. We are still in need of carnival helpers, liter bottles of pop and desserts for the cakewalk and bean dinner, as well as a clean-up crew.

With all of us joining together, we can make this the best "fun night" ever!

Sylvia Foster
Fun Night Coordinator

COMMUNITY VOLUNTEER SPOTLIGHT

Alberta Harris, Oktaha, retired educator from the Kansas City, Missouri Public Schools! Mrs. Harris is presently serving as a volunteer teacher in our Learning Unlimited Tutorial Program. The Student Assistance Program enables students to grow academically and socially to their fullest potential. Students in grades two, three and four are being served in the program during the day. Several sixth grade students receive tutoring after school.

We are privledge to have the service and expertise of this outstanding educator. Mrs. Harris has as her credits organizing the Mainstreaming Program in the Kansas City, Missouri Public School. She divides her busy schedule with church activities, YWCA board member, National Sorority of Phi Delta Kappa, educational sorority and being a wife, "down on the farm".

Plaudits to you Mrs. Harris. We appreciate your service.

MAY NEWSLETTER

FRANKLIN ELEMENTARY SCHOOL

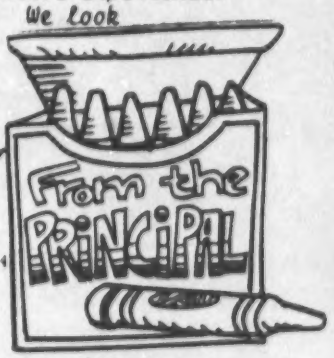
Dear Parents:

The month of May is the final count down for a successful and academic school year at Franklin. We have enjoyed working with your students and appreciate your cooperation.

While we have been confronted with positive as well as some negative experiences in the lines of our children, it has been a challenge for all of us. We look forward to the days ahead and the 1983-84 school year.

Have a safe and fun summer.

Sincerely,
LaVerne Owens
Principal



THANKS! THANKS! PTA - PARENTS

We echo sincere thanks to the many parents who physically and personally supported our academic and social programs. A big thanks for Sharon Gonzales, who as President of the PTA was stedfast and unmovable in her work. She and "little Larry" are active and constant boosters at Franklin. Her "back-up crew" the officers and chairpersons were dedicated and hard workers. We cannot forget the many "men in their lives" for their construction of the Kindergarten Playground.

Again - Gracias !!!

NEWS FROM THE PTA

Our thanks to Dr. Adrienne Nelson for Monday's PTA program on children and ..ets. It was very informative and interesting presentation.

Officers were elected for the 1983-84 school year as follows:

PRESIDENT - Sondra Scott
FIRST VICE-PRESIDENT - Lonelia Rowland
SECOND VICE-PRESIDENT - Diana Rowan
SECRETARY - Ineta Bebb
TREASURER - Larry Hall

Congradulations and thanks to these interested and supportive people.

Our supper and carnival was a success thanks to all of you. We made $1,300.00 and bought a duplicating machine for the school for $975.00.

I look forward to seeing all of you on Monday, May 23, at the last PTA meeting for this school year.

Sharon Gonzales
PTA President